Good evening. My name is Karol Giblin and I teach at a large public high school in Texas. I would like to express a concern about the realignment of the course and my desire to include Period 3 as instruction for the AP World History scope.

I am not going to address the issues of the tens of thousands of dollars spent on textbooks and ancillary materials, as wonderful teachers like those in this room, both real and virtual, know the best teaching is outside the book.

I am not going to address the issue of the two-year course. I applaud the schools who can, and already do this but we all realize that many states, districts, and schools can’t or won't be able to do this. Also, students are under so much pressure for STEM courses and academies, they just will not have room in their schedule for what is essentially two world history courses.

I am not going to address the pure exhaustion that many of us feel from the years of changes to our course and the dream I keep having that just one year ago (maybe two) in this very room, I heard someone say that “after these changes to the writing rubrics we are done for awhile with World History.”

My concern is professional and ethical. I have taught this course for 14 years and one of my joys of this course is the true inclusiveness of the curriculum. I get to experience this every year at Open House night when I tell the assembled parents and students, who skins tones and cultures that are markedly different from my own, that we get to learn about the richness and heritage of history from all times and parts of the world, not just what I learned back in the ’70s, which was Western Civ. (don’t let my Clairol 535 fool you, I’m older than you think). The smiles and heartfelt thanks for teaching “their” history (their words, not mine), are all the validation I need, to know that we, AP World History teachers, are doing the right thing.

To begin this course at 1450, is to begin teaching the majority of the population’s history in reflection of the West. To begin at a time when you have little choice but to address peoples in deference, subjugation, rebellion, or revolution to or from the West. Even if we have “flashback” points to bring up the previous history, it is still to explain “how they got there” and negate the fullness of the times when these peoples were the power. It is to continue to reinforce the false narrative of “history doesn’t matter until the West shows up.” It is to reinforce what I perceive is the rise of anti-intellectualism and anti-“the other”. That is what I was taught and it is wrong. It will always be wrong, and I, for one, refuse to continue that antiquated thought process.

If we do not teach the richness of World History, how will students know that the richest man in history on Forbes annual list is a man from Africa and then to have my students go see Black Panther, come back to my classroom and have extensive historically-based conversations on what Wakanda might really have been. “For real, Ms. Giblin, Mali, for real.” How will they know about the majesty of the Americas, that “Yes Virginia, there was a printing press before Gutenberg”, and that there was this amazing place of advanced academics where Muslims, Christians, and Jews came together to study, and that is why they have to suffer through Algebra II? How will they know about a most amazing Muslim traveler who inspired, dare I say, a significant portion of the people in this room. And finally, how will they know about the mighty Exception?

To negate the instruction of that and relegate the perspective of this history to a time of reflection to what the West has, is to perpetuate a falsehood and lose an opportunity, maybe the only one we have with perhaps millions students, to get history right. I do not care what they receive for credit on college.

To be clear, my co-teacher and I do plan on continuing to teach World History and ensure our students understand the wonderfulness that is a truly global perspective. To do otherwise would be to lower our professional standards as world historians and we refuse to do so. Now, I can not speak for her, I can only speak for myself, I will close in saying, I am going to teach the right history, not the white history.

Respectfully submitted.